School context

Holsworthy High School is coeducational setting in the southwest of Sydney. It draws students from Wattle Grove, Hammondville and Holsworthy Public Schools. Holsworthy High School is part of the Ingelburn Education Area. Holsworthy High School is a comprehensive setting.

Students

In 2013 Holsworthy High School experienced a slight decline in student numbers. There were 663 students enrolled at the beginning of 2013 down from 681 in 2012. The gender balance has changed from a decade ago when the ratio of boys to girls was 50/50. It is now 53% boys and 47% girls which is typical for urban coeducational comprehensive high schools. This is a slight increase in the number of girls from 2012.

The majority of students attending the school come from the local Community of Schools which includes Holsworthy, Hammonville and Wattle Grove Public Schools. Some students accepted into Year 7 come from outside the drawing area, most of whom had siblings already enrolled at the school.

Approximately 22% of the students come from language backgrounds other than English. However, nearly all these students are fluent in English. Eighteen of our students identified themselves as being of aboriginal background.

Staff

Holsworthy had a staffing entitlement of 51.4 teaching staff in 2013. This figure includes the school principal, two deputy principals, eight head teachers, a careers adviser, librarian, 1.4 learning support teachers and 0.4 ESL teacher. In addition the school has 0.6 counselor support.

With student numbers falling below 700 in 2012 and 2013 the school was notified that a deputy principal will be withdrawn at the end of 2013 meaning that the school will be entitled to only one deputy principal in 2014. The number of Deputies in 2014 may be influenced by access to National Partnership funding. All teaching staff meet the professional requirements for teaching in NSW public schools.

Principal’s message

The Annual School Report is a time to reflect on our achievements of 2013 and there are many. You will be able to read about these throughout this report. I am always proud of the effort the students and the staff put in for the school and it is effort that we really focus on.

Education is facing turbulent times with unprecedented change. In over forty years in the Department I have never seen such uncertainty and change. I am assured that change is part of the modern world but I believe the truly significant element of a successful student is and will remain their relationship with their teachers and their staff. The rest is secondary.

However, we have just come through a period where the funding of schools has just been reviewed and I am extremely happy with these outcomes. The deep-seated philosophy on which public education was founded was that every child; regardless of their personal circumstance would receive a quality education. This is not the case where the difference between the wealthiest schools and a comprehensive public school is unfair. I believe every child deserves the best chance to achieve their potential and contribute to society and an investment in education is the best way to ensure a secure future. I am concerned that these recent gains may be under threat.

Holsworthy High is proud to be a comprehensive high school. We enroll students from across the social and economic range of society. Students from rich families and students from poor families learned and played with others who are physically or intellectually disabled. We are a totally secular school where all religions and beliefs are embraced. Academically gifted kids help those who struggled and the friendships, understanding and tolerance transferred to communities.

The school’s motto is Strive to Succeed, but we have some other ‘mottos’ that better describe the school. One is – be the best you can be and support each other while they are being the best they can be – this is important and the second part is what makes us such a good community. Another Motto is - Just because it’s hard doesn’t mean we don’t do it – and - Do the hard thing first – This reflects our attention to effort.
Finally, it is the support we get from our community that makes the difference. Our P&C, parents and guardians teachers and student all support each other while we are trying to be our best.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr. John Frew
Principal

P & C and/or School Council message

The P&C have actively supported the school thought 2013. We raised $16,120.49 in funds from our P&C run canteen, Interest, Subscriptions and Membership Fees. The P&C donated $2000 to the school library for the purchase of resources, and supported students going to National and State Competitions to the tune of $2000. Computers were also bought for the use of the Canteen and Administration on the P&C.

The School Canteen has been upgraded by replacing the work top benches with stainless steel, replacing the cupboard doors and buying new Air-conditioning. The Canteen provides good quality healthy food to the students and staff at Holsworthy High School. It is the P&C’s prime source of funding. We look forward to working with the school to support education of our students in the coming year.

Ms. Robin Gardner

Student information

Student enrolment profile

The majority of students at Holsworthy High School live in the local drawing area. The school has a limited capacity to accept out of area enrolments but there are many out of area applicants each year.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>397</td>
<td>394</td>
<td>397</td>
<td>389</td>
<td>387</td>
<td>374</td>
<td>346</td>
</tr>
<tr>
<td>Female</td>
<td>315</td>
<td>321</td>
<td>320</td>
<td>309</td>
<td>309</td>
<td>305</td>
<td>315</td>
</tr>
</tbody>
</table>

The gender balance at Holsworthy High School has persisted around 45% of females and 55% of males. This is typical of co-educational comprehensive high schools in the metropolitan area. In 2013, the balance was more even with a larger proportion of girls enrolling in the school. The balance for 2013 was 48% of females and 52% of males.

The total student enrolment has been relatively stable at around 700 students. 2013 saw a decline in the student enrolment to 661 students. Actual enrolment for 2014 has once again exceeded 700 students. The school does cater for students from the Defence Forces and numbers over the year can fluctuate due to the increased mobility of such students and their families.

Student attendance profile

Holsworthy High School’s attendance profile is similar to both the region and state. The attendance pattern of students in years 10 and 12 was the most challenging for the school, while the region and state figures suggest Years 10 and 11 were typically more challenging. The increased school leaving age continues to impact some student’s attendance in these years. The improving attendance figures in 2013 reflect the use of attendance monitoring systems and increasing support from Learning Support Staff in attendance matters.
Management of non-attendance

Improving student attendance remains a priority at Holsworthy High School. To this end, the School utilizes an SMS system to notify parents of full and partial student absence. This system assists in the explanation of absence as well as increasing attendance accountability for the students. Phone contact, letters and parent meetings are all utilized by the school to support students experiencing attendance difficulties. In limited cases, the School refers students to the Home School Liaison Officer to support improved attendance.

The School also provides a range of options for students experiencing issues around school engagement (see student welfare). These support initiatives encourage students at risk of poor attendance stronger connections with both the school and the community. In 2013, the Learning Support Team and School Welfare Team took a greater involvement in student attendance via the provision of Individualised Learning Plans, Mentoring and access to the Learning Support Staff for students with poor attendance and assessment completion. The supports encouraged students with significant attendance issues to reconnect with Holsworthy High School in a productive fashion. Finally, the use of various community agencies also provided support for these students in both school and community settings.

Post-school destinations

Over the course of 2013 a number of students from Holsworthy High School moved on to employment, TAFE and other schools. The nature of students with Defence Force links, and their increased mobility, impacts the transition points of many students.

18 Year 10 students from 2013 did not continue with their studies at Holsworthy High School. 5 of those students successfully gained employment and training in a full time capacity while 1 student left school for full time TAFE study. 13 students moved from Holsworthy to other schools within NSW and interstate.

22 Year 11 students also accessed transition points in 2013. 11 of these students accessed full time training and employment, 3 commenced TAFE study and 1 student commenced study in a private college. 5 students moved to other schools both locally and interstate.

68 students completed their studies in Year 12 in 2013. 63% of students have undertaken further study through university, TAFE, private college or as part of an internship or apprenticeship. 16% of the students are in employment and 16% are currently seeking employment.

Year 12 students undertaking vocational or trade training

In 2013 5 Year 12 students participated in TVET courses while 1 student completed School Based Apprenticeship Training. 9 students completed the school delivered Construction VET course and 23 students successfully completed the school delivered Hospitality VET course. Students in Hospitality completed specialisations in either Commercial Cookery or Food and Beverage.
Year 12 students attaining HSC or equivalent Vocational educational qualification

68 students (79%), of the 86 that commenced 2013, attained their Higher School Certificate credential in 2013. 5 students used TVET courses as part of their program of study. 5% of Year 12 students attained a TVET qualification in 2013. Of the 18 students that did not complete the HSC in 2013, 12 commenced employment or apprenticeships, 3 joined full time TAFE courses, 2 enrolled in Private Colleges and 1 student moved schools.

Workforce information

Holsworthy High School had an experienced and stable workforce over 2013. The vast majority of staff are permanently employed but temporary and casual staff supplemented this workforce to ensure continuity of learning for all students.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>43</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.282</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60.682</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. 2 staff members identify themselves as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Holsworthy High School has a significant proportion of teaching staff with post graduate qualification. Further, a significant proportion of teachers are undergoing or have completed Accreditation with the NSW Institute of Teachers.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>292858.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>411551.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>636332.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>281584.11</td>
</tr>
<tr>
<td>Interest</td>
<td>14447.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>68641.11</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1412556.05</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>111897.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>86680.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>79112.31</td>
</tr>
<tr>
<td>Library</td>
<td>19398.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2709.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>413784.79</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>84546.13</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>206873.63</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>105169.30</td>
</tr>
<tr>
<td>Maintenance</td>
<td>53696.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>66899.44</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1230767.58</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>474647.11</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter Holsworthy High School in the *Find a school* and select **GO** to access the school data.

**Higher School Certificate (HSC)**

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2013, students were near to or exceeded school averages in Society and Culture, Biology, Visual Arts, Personal Development, Health and Physical Education, and Hospitality. Students in Legal Studies and English Advanced also performed credibly in relation to school averages over 2009 – 2013.

A particularly small cohort of only 68 students sat the HSC in 2013 compared to 92 students in 2012. It is predicted that the number of students completing their HSC at Holsworthy High School will increase marginally in 2014 and then significantly in 2015.

**Record of School Achievement (RoSA)**

126 students from Holsworthy High School completed Year 10 in 2013. Of those students 123 where awarded their Record of School Attainment for successfully completing all subjects undertaken. Three students were awarded a Statement of School Attainment for completing components of Year 10 to a satisfactory level.

Students enjoyed strong results in many subjects. Elective subjects Food Technology and Commerce awarded a high proportion of ‘A’ Grades while Visual Arts also scored highly over 2013. Core
subjects including Geography, History, Mathematics, English and Science achieved relative success over the course of 2013.

**ESSA and Science**

In 2013, Year 8 ESSA tests were sat by 113 students. Results once again showed an increase in the percentage of students scoring level 4 or above from 45.3 % in 2012 to 53.1% in 2013. Alexander Langman was the school’s highest scoring student with 104 and scored level 6 overall which was the highest possible level. Honourable mentions to Jackson Brown, Ayshia Cachia, Red Roy Magallanes and Daniel Reynolds for achieving level 6 in Communicating Scientifically. Jackson Brown joined Taylor Colman, Cody Garment-Larkins, Sebastian Hidalgo, Red Roy Magallanes and Daniel Reynolds all achieved level 6 in Working Scientifically. Data showed scores generally improved across all areas of testing.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>82.0</td>
<td>82.1</td>
</tr>
<tr>
<td>Extended response</td>
<td>82.0</td>
<td>82.5</td>
</tr>
<tr>
<td>Knowing &amp; Understanding</td>
<td>81.8</td>
<td>82.2</td>
</tr>
<tr>
<td>Communicating Scientifically</td>
<td>82.0</td>
<td>82.4</td>
</tr>
<tr>
<td>Working Scientifically</td>
<td>82.1</td>
<td>82.5</td>
</tr>
</tbody>
</table>

HSC Biology saw an increase in students scoring band 4 and above from 14.3% in 2012 to 58.3% in 2013. Four Preliminary courses were undertaken in Science in 2013 including Biology, Physics, Chemistry and Senior Science.

**Significant programs and initiatives**

**Arts**

Digital Imaging, as a subject area, continued to grow as our students progressed to Year 12 and a Year 11 class was also filled. The students in Year 12 continued to develop and refine their skills and interest in photography. The Year 12 photography students attended an excursion to Rookwood Cemetery. The excursion gave students a chance to compare the past with the present while using their cameras as tools to explore the varied surroundings. This excursion was also featured as an article in the local paper with a photo and comments from Mrs Papac and students included.

The Year 11 students were introduced to photography and digital manipulation. The students were introduced to the basics of photography and Photoshop. The Year 11 students enjoyed the opportunity to learn how to apply Photoshop techniques in the computer room and develop a portfolio of photographic images reflecting their view of the world. A case study of selected photographers enhanced their understanding of this subject.

For Visual Arts elective classes, Yr. 9, Yr. 10, Yr. 11 and Yr. 12, an excursion to view Art Express and the Archibald, Wynne and Sulman Prize in at the Art Gallery of NSW was an exciting event. The excursion was attended and supervised by Mrs Papac and Ms Booker. This excursion allowed us to introduce some of our elective students to the Art Gallery and all of the wonders and expectations that this environment provides. At the same time senior stage 6 students were inspired and allowed to see firsthand the level of excellence that can be achieved in the arts, highlighted through the art works displayed in Art Express.

Our stage 4 students in Year 8 were also given the opportunity to visit the Sydney Aquarium and view creatures from Under the Sea. This unit of work was explored through drawing, painting and ceramics. The excursion provided an excellent and visually stimulating day of adventure.

Visual Arts programs continued to produce outstanding Art by students in Stages 4, 5 and 6 that indicate an abundant and vibrant creative flair at Holsworthy High School.

In every class Visual Arts students resolved challenges with concepts and technical expertise to create Artworks in a wide range of media. First in course awards were presented to students on the whole school presentation night. These awards recognise the outstanding results in a body of work and study of art for each year group.

The Visual Arts Faculty recognised first in course for Holly Nettle in Yr. 7, Brittney Hughes and Shae Pace in Yr. 8, Yuri Gamboa in Yr. 9, Kiara Miller in Yr. 10, Jennifer Shi Yr. 11 and first in course for Photography for Joshua Lundy-McDonald.

Our HSC students were recognised for their commitment and effort during their final year of schooling. Natasha McLoughlin was awarded first in course and Eliza Hennessy was awarded High...
achievement. Both students worked consistently and diligently in all areas of the course.

Natasha McLoughlin was awarded first in course for Photography and Bianca Wighton was awarded High achievement for Photography.

The range of art making from all classes was exhibited at MADD, celebrating our creativity and skills in Music, Art, Dance and Drama to allow the community a chance to share the achievements of our hard working young artists.

Volunteering

Many people provide support to the wider community by volunteering. In 2013, there were 256, Year 9 and Year 10 students at Holsworthy High. Out of those students, 44 of them signed up to the Volunteering Program and actively participated in some form of voluntary work. The areas included; in-school events such as assisting in catering, being part of the Technical Crew who look after sound and lighting for things such as whole school assemblies, performance evenings and awards ceremonies. Other students gave up their time to become Peer Support Leaders, assisting students who were struggling with reading, and attended Activities Day, where they visited Life Line Campbelltown and completed tasks in the warehouse, did pricing of goods and shop fitting within the store.

Out of school volunteering included; becoming part of the Youth Committee in association with Junction Works, umpiring sports, working in the canteen at sporting events, helping out at Hammond Care, and participating in clean up Australia Day.

There were also approximately 12, Year 11 students that were part of the Volunteering Program and a number of Year 12 students were associated with the program.

Properties Upgrades

In 2013, Holsworthy High School received a $200,000 School Maintenance Grant to refurbish one of our Food technology kitchens to a commercial standard. The process for the new commercial kitchen upgrade commenced in 2013 and will continue into 2014. Catering Equipment Specialists were responsible for the conversion.

The school has had a program of installing air conditioners in rooms that were facing the West or had issues with heating and cooling. This program saw 5 air conditioners installed over 2013. Students have excellent conditions for learning in these rooms. Further, seven data projectors were purchased for classrooms which did not already have a smart board installed. This enabled teachers to enhance the learning of students in their classrooms.

Work commenced on an elevator in 2013 up to the music rooms to help with access for some students. It should be completed in 2014 making a wider curriculum available to students with special mobility requirements.

The school also had unit 2 repainted after completing a cycle of carpeting through most areas of the school.

Student Welfare

Holsworthy High School’s structured welfare and discipline system provides tailored support for students and clear consequences for student behaviour. The School has established a safe and secure school environment that fosters positive relationships and supports students’ health and wellbeing.

The Welfare Team has implemented a wide variety of programs to support the individual needs of students at different stages of their learning. Some of these programs include;

- **Pathfinders** - A targeted transition program for Year 6 into 7 students.
- **Community of Schools** - Holsworthy High School and the feeder primary schools plan activities that promote academic and social continuity for students through shared practice and the development of staff and student networks.
- **Peer Support** – A program that promotes leadership skills in Year 9 and 10 students while supporting Year 6 and 7 students in the development of positive school networks and resources.
- **Effort and Grade Goal Setting** seminars for students across years promoting student self-evaluation and a clear understanding of student responsibilities.
• Crime Prevention workshops including the promotion of cyber safety strategies.
• Anti-Bullying small group workshops and whole year group presentations.
• LEAPS (Law Firms Encouraging and Assisting Promising Students) - Legal professionals individually mentor Year 9 students supporting the development of their communication skills, study patterns and leadership capacity.
• Individual Teacher Mentoring for students in Years 11 and 12 working towards improved time management, study skills, network access and goal identification for post school options.
• Study Skills workshops specifically designed to support senior students in improving their HSC performance and increasing their access to the senior curriculum.
• Defence Veteran Mentoring
• Pathway to Dreaming Mentoring and Group Projects

Holsworthy High School has also developed strong connections with community agencies that provide additional support to individual students and targeted groups of students ‘at risk’ of prematurely disengaging from the education system. These community agencies include and programs:
• Links to Learning- Community Education and Training for young people.
• Junction Works - Wattle Grove Neighbourhood Community Service
• Youth Connections- MTC Work Solutions
• Breakthru Employment Transition
• Reconnect - Reconnect is a community organisation that provides opportunities, choices and support for young people and their families.
• Digital Thumprint –Responsible use of social media
• ‘Burn’ A Legal Aid Crime Prevention Initiative

The welfare and discipline programs are managed by the Head Teacher Welfare and supported by the School Executive, Year Advisors, Girl’s Supervisor and Defence Transition Mentor.

English and Drama

Drama Ensemble

The Drama Faculty commenced its first ever school Drama Ensemble group this year. Students from Years 7 to 11 meet regularly in the Performing Arts Space. The teacher commenced the program with the basics of Drama including physical, centre and voice warm ups. The students then moved through the basic skills in improvisation and group dynamics, exploring, investigation and character focus. This included an awareness of space, time, and character. The main focus of the ensemble was the successful functioning of a Drama group. This was enabled by the respect of the members and a high degree of self-discipline; physical, mental and emotional control.

Students performed a dramatic mime piece called 106 for our annual MADD concert. Parents, students and the community were left in awe at this choreographed piece of dramatic genius. The story portrays a dramatic pursuit of a masked individual by a masked group. Stylised costume was used to feature and enhance mask and movement.

This piece was then performed again at one of our full school assemblies plus at a matinee performance for Year 7 students. The Drama Ensemble also performed short scripted pieces including monologues and two handers at MADD night.

MADD night also featured Year 7 Drama Gateway group as an introduction to the concept of Drama

The Drama ensemble will also be attending Onstage performances in February of 2014. Onstage showcases a selection of HSC Drama performances that are both solo and group.

Holsworthy High School also had a Year 9 student audition for the Junior State Drama Ensemble this year.

Premier’s Reading Challenge

Holsworthy High School have been running this very successful program for 10 years. Coordinated by our school Librarian and enrolling
all students in Year 7 to participate along with interested students in all the other years. The challenge aims to encourage a love of reading for leisure and pleasure in students and to enable them to experience quality literature. The challenge is to read, read and read more widely. This program included rewards for reaching particular milestones including morning teas where students and teachers discuss their favourite reads. Older students who have participated in the Challenge also shared their own reading experiences and successes.

Wide Reading

The Aim of Wide Reading is:

- To provide regular opportunities for students to engage in and enjoy a variety of texts.
- To encourage students to become more independent in their reading choices and habits.
- To provide opportunities for students to respond to texts imaginatively and interpretively.

All Year 7 English classes are timetabled one period a cycle into the Library for Wide Reading with the school Librarian Mrs Habib. Students in Year 8 to 10 also have a period in the Library with their English teacher for Wide Reading.

Students may, at different times, be given a free choice or be directed in their reading – for example, towards texts that are related to themes, authors or contexts being studied in class.

Activities are provided to shape students’ responses to their reading. These may be generic in nature.

English Performances

Holsworthy High School has a history at in organising live drama performances at the school and to attend stage performances at such venues as the Opera House.

Year 7, 8 and 9 had the opportunity to watch live drama in the school. Such Sweet Sorrow, which is based on William Shakespeare’s classic love story Romeo and Juliet, was performed in Semester One. The on stage performers were from the Bell Shakespeare company. This small troupe of actors tours the country performing in schools and at the Sydney Opera House. They showcased Romeo and Juliet by taking the students on a journey through the highs and lows of Shakespeare’s greatest love story. Students enjoyed an interactive experience, becoming part of the Montague and Capulet feud, following the characters along the complete arc of the story from innocence to complex tragedy. The students also had a question and answer session with the players. Staff and students were very impressed at the quality and professionalism of the actors and the play was thoroughly enjoyed by all that attended.

Students in Year 10 had the opportunity to see A Midsummer Night’s Dream at the Sydney Opera House in Term 3. This performance was also presented by Bell’s Shakespeare. This gave students the opportunity to view live theatre in an iconic venue supplementing components of the English curriculum with our students.

Successful Senior Debaters

Debating

In 2013 Holsworthy High School participated in the Premier’s Debating Challenge – Year 11 Competition.

- Holsworthy High’s Year 11 debating team, Matthew, Andrew, Emily and Nicholas, achieved fantastic success in
2013 by winning the inter-zone and regional finals. They reached the quarter finals of state competition. They also placed equal third in the State. Holsworthy High School were the only comprehensive school debating in the semifinals against 3 selective schools.

Mathematics

Maths Boost

During 2013 Maths Boost continued to be run by the Mathematics Department in the way of a free afternoon tutoring class. The class was open up to students from Years 7 to 10. It was run on a Wednesday afternoon from 3.00pm to 4.00pm where staff gave up their time to help students with any difficulties they may have had such as homework, extension work and assignments. The average attendance was around 20 students, however, classes of over 40 were not uncommon (especially prior to examination periods). On each occasion there were between two to four teachers present. On all accounts students and teachers deemed the initiative a very valuable one and it will continue into 2014.

Math Lab

Another initiative run by the Mathematics Department was ‘Maths Lab’. This is the second year it has run. The new enterprise was introduced to Year 7 classes and for only one period a fortnight. Its main aims are as follows:

- To introduce students in Year 7 to the many aspects of Mathematics found in diverse contexts
- To make Mathematics more fun and hence engaging
- To steer away (for one period) from regular class work and make the students look forward to diverse concepts in the subject.
- To introduce skills such as ‘Thinking Mathematically’ and ‘Problem Solving’

The students enjoyed many of the challenges and experiments run in ‘Math Lab’ and they looked forward to this learning experience. Further, students have experienced Mathematics in context, in many real world applications, and in a positive and enjoyable fashion.

Australian Mathematics Competition

The results from the Australian Mathematics Competition were very encouraging with Holsworthy High School obtaining 1 High Distinction, 1 Distinction, 10 Credits and 27 Proficiency Awards from a total of 80 students who sat the competition. The competition was funded by the Finance Committee who pay the entry fees for the students.

Creative and Performing Arts

There are several Creative and Performing Arts programs that are firmly cemented into the Holsworthy High School calendar year. Events such as Community of Schools Concert, MADD night, Dance Showcase and Schools Spectacular include many talented students.

In honour of Education Week, and for the 9th year running, Holsworthy High School proudly hosted the Holsworthy Community of Schools Performing Arts Festival. The festival highlights emerging and established HHS talent in the Performing Arts and also welcomes gifted students from our primary partners: Wattle Grove, Hammondville and Holsworthy Public Schools. This festival involves over 300 students and has grown to become one of the major transition opportunities for students within the local community.

The MADD night (music, art, dance and drama) exhibition and showcase displayed wonderful talent and has increased performance quality. This exhibition brings together the creative and Performing Arts students works from Year 7 through to year 12, covering a wide variety of forms including: drawing, painting, photography, digital media and sculpture. It also showcases original compositions and performances in Music, Dance and Drama created by both junior and senior students. The showcase of HSC student’s works was another testament to the talent amongst our graduating cohort with our senior students providing a wealth of inspiration for their junior counterparts.

The high standard of work exhibited of these large scale events continues to highlight the quality of teaching and learning that is taking
place in our Creative and Performing Arts classrooms.

Dance

In 2013 Holsworthy High School initiated a Community of Schools (COS) Ensemble. The students involved were from our feeder primary schools and HHS. A group of 25 students were formed and were required to rehearse several times a term. The COS Ensemble was successful at both the Regional and State Dance Festivals with their item ‘Rise of the Pharaoh’.

Two other items were successfully auditioned for the South West Regional Dance Festival held at the State Sports Centre, Homebush. The Senior Ensemble presented with ‘I am Real’ and the Junior Ensemble with ‘The Gathering’.

Holsworthy High School Dance students were also successful with their application for the annual Schools Spectacular held at the Sydney Entertainment Centre. The students endured long rehearsal days and performances. The students were reliable, dedicated members of the cast and were commended for their efforts throughout the process.

The Dance showcase enabled students to display their talents in a variety of styles including Contemporary, Lyrical, Tap and Hip Hop. It also provided elective students with the opportunity to showcase their class performance and composition works.

Vocational Education and Training

Holsworthy High School has ensured the future delivery of the Hospitality Food and Beverage and Commercial Cookery courses due to the allocated $200,000 grant from the State Government 2014 budget of which was pursued by our P & C committee. The grant monies have been utilised for the refurbishment of a full commercial kitchen, inclusive of commercial grade ovens, stoves, rangehoods, stainless steel student work areas and a commercial dishwasher.

The new commercial kitchen will be operational in term two, 2014. The kitchen will be primarily utilised by VET hospitality and senior food technology classes. This new facility compliments the recently obtained food preparation room and coffee shop facilities, providing students with maximum opportunity to extend their skills to industry standard that is mandated in the new Vocation and Education frameworks.

Mrs. Suzie Crkovski, Miss Bernadette Sproats and Miss Tracy Cook attained qualifications that ensure the future delivery of these essential vocational education and training courses at Holsworthy High School.

Holsworthy High School’s Hospitality students consistently contributed to extra-curricular catering activities, including P & C Christmas in July, LEAPS and year 6 information evening. Finally, 3 hospitality students from previous years Cleveland Garven, Samuel Robertson and Nicolas Stergenovos, have all completed their chef accreditation at the Sheraton hotel group.

Learning and Support

The Learning and Support Team has continued to work with a diverse group of students with additional learning and support needs at Holsworthy High School. The LST continued development of Individual Learning Plans (ILP) to further inform staff and to encourage a whole school approach to the ongoing support for students with additional needs. These plans were developed with the students and caregivers and endeavour to focus on the student’s areas of need and their strengths. The LST worked with the Support Teacher Transition to focus on the future educational transition and vocational plans for students who exited the school in 2013 or those that will be exiting the school in coming years. A group of 5 students from years 9 and 10 have been involved in a Transition to Work Program that will continue into 2014. This program encouraged the students to complete their education to the end of Year 12 and provide them with pathways to future employment.

The peer reading program was initiated in 2013 to help support students that have been identified as having a significant difficulty in this area. Students from Year 11 volunteered to help support these students each school day and the regular and consistent program has seen an notable increase the students reading ability.

School Learning Support Officers (SLSO), as part of the Learning and Support Team, have continued to work with the students in class, in
small groups and individually to support their literacy and numeracy needs. This has resulted in an increase in completed assessment tasks and class tasks. Over the year there was an increase in the willingness of students to ask for assistance and this has enhanced their self-confidence which is evident in their increased participation in class discussions and speaking tasks.

**Defence Transition Mentor Program**

The Defence Transition Mentor (DTM) provided the following services for Holsworthy High School Students in 2013:

- Assistance for students from Army, Navy and AirForce families to integrate into the HHS school community and the wider civilian population.
- Co-ordination of welcoming strategies for young people into the Holsworthy High School environment including pattern of study, academic support, access to Australian Defence Force subsidised tutoring, and monitoring and maintenance of successful student integration.
- Supported students to develop self-confidence and resilience.
- Assisted students with the absence of an enlisted parent member due to deployments, exercises or continuous training.
- Development and implementation of programs and resources that address the needs of students.
- Communication to staff regarding challenges and issues of Defence related issues facing students to whole staff.
- Prepared students prior to the posting cycle for their enrolment into their gaining school.
- Cadet interaction with 'Adopt a Veteran program and provide guidance for Defence careers.
- Collated information and compile student port folios upon exiting HHS.
- Employment / further studies pathways for senior students when considering leaving school.

**Aboriginal Education**

In 2013 Holsworthy High School had 19 Indigenous students in Years 7-12. In line with the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 a committee of interested teaching staff, support and SASS staff continued to implement strategies designed to increase educational outcomes for our Aboriginal students, raising their profile within the school and improve links with our Aboriginal community.

In 2013 we achieved the following targets from the ATSIEAP document.

**Readiness for school:**

- Each new Aboriginal student was provided with an induction into our school and this included meeting with the Aboriginal coordinator at the school. From this, the students were building relationships with people around them.

**Engagement and connections:**

- Students were provided with a wide range of activities for them to participate in throughout the year not only to assist in their learning but cultural understanding and identity activities. All the programs and activities listed benefitted the students to allow them to improve their educational outcomes both within the school and outside.
- Personal Learning Plans were reviewed or devised for each student in collaboration with the students, their parents / caregivers and their teacher mentor.
- Teachers were also given training on how to complete the PLP process if new to the program.
- Teacher / student mentoring programs continued to be a positive aspect of the students schooling and meeting on a regular basis. This is also when PLP’s are modified to the needs of each ATSI student.
• Strong relationship and connections continually growing between the school and the University of Western Sydney Aboriginal department through the ‘Pathway to dreaming’ program. With the introduction of Year 8 into the program this year we had seen a growth in the number of students taking part in the program. We had 3 Year 8 students, 3 Year 9 students and 5 Year 10 students who took part in regular mentoring sessions, workshop days and activities held at the different UWS campuses as a taster of courses held at UWS. Within this program they are also working on their group project ‘Indigenous garden’, working with a non-Indigenous friend.

• Continuing links with Aboriginal Organisation, Kari through their Year 11 and 12 Scholarship Program, which two Year 12 students successfully received to help support their schooling needs.

• Provision of opportunities for students to participate in different activities and programs throughout the year including: Debutante ball, Education camp and funding to support student learning.

• The introduction of cultural awareness experiences held throughout the year, which allows the Aboriginal students to bring 1 non-indigenous friend to educate them around the different aspects of their culture in a fun and engaging way. Some of the excursions that took place were: Aboriginal tour of Taronga Zoo, Sydney Aquarium and Wildlife World.

• Recognition of important dates on assemblies and awareness day of NAIDOC week. Students informed their peers around the importance of the significant dates and what it means to Aboriginals and non-indigenous Australians. This was achieved through readings on assembly and mufti day.

• Last year was the first year we had a student nominated for an Aboriginal Student Achievement award for Sydney South West region. Alexandria-Lee Soutter was successful in receiving it in the area of Creative and Performing Arts. This was a competitive group and only 5 were selected out of all nominees.

Attendance:
• Student’s attendance rates for ATSI students were at a rate of 76%. For the small population of 19 Aboriginal students compared to the school population of 666 students this is a positive percentage. This demonstrates the student’s level of the students within our school and engagement towards their schooling. Unfortunately, 1 senior student impacted this result heavily by having very poor attendance.

• Last year we had a total of 5 Aboriginal Students in year 11 and 12. From this, there were only 2 students who had left school to pursue other options including an apprenticeship and travelling overseas to Vietnam to teach English to disadvantage young students.

Literacy and numeracy:
• Students were provided with on-going support throughout the year in specific subjects that focus on literacy and numeracy. At the beginning of the year minor assessments were completed with the students to assess their level of ability. From this, students benefit from a more tailored approach to their studies in these areas.

• From 2013 NAPLAN results we have achieved great results in Year 7 with the students achieving results ranging from band 5 to band 7. Students in Year 9 also achieved great results with 50% attaining either band 8 and 9 in reading, 50% attaining either band 7 or 8 in writing, 100% attaining band 8 in spelling and grammar and punctuation and 50% attaining either band 7 or 8 in numeracy.

Leadership, quality teaching and workforce development:
• The Aboriginal coordinator attended numerous network meetings last this and brought the information back into a school level. They were they incorporated where appropriate for the benefit of all student learning and
especially ATSI students within our school, across most KLA’s.

- Attendance at professional development days also increased by 50% of different courses held throughout the year to improve educational perspectives within the school. This also included Aboriginal education outside of the classroom.

Pathways to real post-school options:

- All ATSI students are provided with great opportunities held throughout the year that benefit their learning and future career paths. We had a number of students successful in the ‘hands on’ course at TAFE that allow students to complete a course in an industry of a shorter duration. This allowed the students to experience different professions and gain hands on practical experience.

- Students were also supported by UWS with the strong connections of school has with university applications, scholarships, alternative entry and Badanami Army program. From this the students receive the best help and assistance from the universities school liaison Aboriginal unit and we had achieved a 100% UWS entry level in the students chosen course with the support from the school but also the UWS staff with providing assistance with applications and scholarships.

- Working closely with SWSR (Sydney South West Region) Aboriginal Education team in supporting our students. Developing strong connections with these agencies allows the creation of building partnerships with the school and parents / caregivers in supporting their student while at school.

Multicultural education

In 2013 Holsworthy High School supported approximately 30 ESL students. They were supported through the school’s ESL program. The students were supported by three staff members for 8 hours a week. Students were supported in either in class, small groups or one on one through English lessons. The program supported ESL students in accessing the general curriculum and improving their English language skills. Among these 30 ESL students there were no New Arrivals or refugees. These ESL students ranged from Phase 2 to Phase 3 in their English language proficiency. The school had 156 LBOTE students in total.

In 2013 for the mandatory 100 hours of Language study our Year 8 students studied either Japanese (2 classes) or Italian (4 classes). Holsworthy High school also had a Year 9 elective Italian class and a Year 12 Beginners Japanese class. Our foreign language programs at Holsworthy High promoted intercultural understanding. Students learnt to listen, speak, read and write in either Japanese or Italian and complete cultural activities relating to each country, with a comparison to students’ own cultural backgrounds.

In 2013 Year 8 Italian students attended an experience to Club Italia in Lansvale. The day was filled with a variety of activities that complemented classwork and also provided “hands-on” experience of the Italian culture. Students participated in activities including cooking lessons, music, games and activities. This was a valuable learning experience and the students enjoyed the day.

Year 12 Japanese students attended the HSC Beginners Study Day held in North Sydney. Experienced Japanese teachers and HSC exam markers provided our Year 12 students with valuable exam tips and information.

Students of Holsworthy High School entered the “Language Perfect” competition which is open to students in Australia and around the world. Over the 10 days of the competition (May 20th – May 30th) students spent a total of 914 hours online answering 361582 vocabulary questions from a range of foreign languages such as Italian, Japanese, Chinese, French, Latin, Greek, Spanish Samoan, Tongan, German, Indonesian, Maori and Russian. This resulted in Holsworthy High earning a total of 115,760 points and a final ranking of 132 out of 1054 schools from around the world.

The following is a breakdown of Holsworthy High’s results across some of the range of categories:

- 24th overall in NSW out of 163 schools
- 96th overall in Australia out of 705 schools
5th for Italian in NSW out of 131 schools
24th for Italian in Australia out of 527 schools
24th overall in Italian globally out of 743 schools
22nd for Japanese in NSW out of 128 schools
77th for Japanese in Australia out of 539 schools
96th overall in Japanese globally out of 775 schools
1st for Samoan in NSW out of 22 schools
1st for Tongan in NSW out of 16 schools

Two staff members (M. Manitta and A. Choy) attended a training day for the “Language Perfect” program in May 2013. Three members of staff (J. Allen, M. Manitta & A. Choy) attended a course titled, “TELL: Teaching English Language Learners across the curriculum”. The course consisted of six x 2 hour sessions between 08/05/2013 and 20/12/13.

Course modules included:
- Learning English as a Second Language
- Creating ‘high challenge-high support’ environments
- Talking to learn
- Reading for learning
- Writing for learning
- Bringing it all together (which consisted of participants exploring issues of assessment for ESL (EAL/D) students; the process of planning for teaching; reflection on professional learning; presenting findings from action inquiry, and becoming familiar with ESL teaching and learning strategies)

Further, two members of staff (M. Manitta & A. Choy) attended a course titled “Grammar and Teaching” while two members of staff (M. Manitta & T. Grew) attended a course titled “English as an Additional Language/Dialect Learning Progression Workshop” (DET course) in September 2013.

The school’s Anti-Racism Contact Officer, Ms. Rowena Booker, maintained and developed a high profile amongst the students and staff at Holsworthy High School. Ms. Booker addressed staff development forums, staff and faculty meetings. Further, Ms. Booker actively participated in Welfare meetings and provided information and support for Year Advisors and their students. In 2013 there were no Complaint Action Forms completed as there were no referrals from students, staff or parents. Therefore, Holsworthy High School did not have to use the Complaints Handling Policy Guidelines.

Multicultural reports were also commonly made through both school newsletters, assemblies and announcements which included multi-media reports. These endeavours continued to strengthen the community connections forged through cultural experiences, competitions and excursions.

National partnerships and significant Commonwealth initiatives – Improving Literacy and Numeracy

Holsworthy High School was one of a number of schools across the state targeted as part of the government’s Improving Literacy and Numeracy National Partnership scheme. The project aimed to achieve sustained improvement for individual students who were experiencing difficulty in reading or numeracy by providing them with access to specific intervention programs. Teachers were also given access to professional learning focused on accelerating whole class improvement. A Literacy Committee and two new literacy staff positions were created to implement the program.

49 students in Year 7 were identified as being ‘below’ or ‘well-below’ current literacy benchmarks as measured on the Literacy Continuum. Additionally, 4 Aboriginal students across Years 7 and 8 were identified in the same categories. The improved reading and reading comprehension of these students became the target of the program. All targeted students were tested using Curriculum-Based Assessments across all KLAS and also sat standardised reading comprehension tests. These results were used in conjunction with NAPLAN results to determine the student’s ability against standardised norms in the above-mentioned areas.

Consequently, a year-wide program was implemented for Year 7 students. The Super-Six reading comprehension strategy was adopted as
the primary means for achieving the program’s goals. Professional development of staff in the explicit teaching of these strategies as well as the creation of Curriculum-Based Assessments was undertaken regularly throughout this period. Instruction of students so that they were made explicitly aware of the strategies also took place. Resources were developed in conjunction with the Literacy Committee for these classes and they were embedded into programming to become part of regular teacher practice. Team Teaching was employed to maximise the effectiveness of the delivery of these lessons.

A reading roll call was also established that partnered Year 7 students with Year 10 students to practice reading each morning using an online reading levels program. This regular practice was modeled on research that emphasised the efficacy of brief but regular aloud reading practice in improving the fluency of reading of students.

At the end of the year the reading and reading comprehension of targeted students was again measured using the same tools as were used initially. The results are listed below:

Non Aboriginal Students

<table>
<thead>
<tr>
<th>Reading Comprehension Level</th>
<th>Beginning of project (Start of Semester 2 – 2013)</th>
<th>End of 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>At</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Below</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Well-below</td>
<td>32</td>
<td>15</td>
</tr>
</tbody>
</table>

Aboriginal Students

<table>
<thead>
<tr>
<th>Reading Comprehension Level</th>
<th>Beginning of project (Start of Semester 2 – 2013)</th>
<th>End of 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>At</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Below</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Well-below</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The ILNPNP project is ongoing and will continue throughout 2014.

Student Leadership

Holsworthy High School has a long tradition of excellence in the Student Representative Council. In 2013 the Student Representative Council raised funds for The Cancer Council’s World’s Greatest Shave. The SRC and school fundraising efforts came to a total of $1800. Throughout the year, the SRC completed another three fundraisers that were used to support student and school initiatives.

On Thursday 30th May, our school captains, Natasha and Brodie, attended the ‘Secondary Student Leadership Program for School Captains’ at NSW Parliament House. The day consisted of speeches from 13 members of parliament, tours of the legislative assembly chamber, legislative council chamber and media room. Natasha and Brodie were also invited to NSW Government House for a guided tour and met with the NSW Governor Professor Her Excellency Marie R. Bashir, who was acting Governor General.

Over the course of 2013, over $1000 has been donated by the SRC to support students’ attendance at regional and state level sporting activities. The SRC also donated money to the Dance Ensemble to help support their work within the community. The SRC also donated $800 to the Volunteer’s group to support various activities within the community and donated a set of netball uniforms to the school’s representative teams to wear during regional games.

Representatives from the SRC attended regional and district meetings to maintain currency with regional and district level SRC matters. Holsworthy High School’s SRC also targeted waste management, a bus shelter, school spirit and the school’s 30th Anniversary. The SRC was able to achieve the goal of updating waste management processes with SCRAP in a funded initiative involving the Science faculty and focusing on the environment. The sub-committee which focused on the bus shelter contacted the local council with a proposal submitted mid-year.

Another SRC sub-committee focused on the school’s anniversary and worked alongside Ms. Sproats, Mr Frew and the HSIE faculty to help organise a celebration for the whole school. The school organised a formal assembly which focused on the last 30 years of Holsworthy High School. Mr. Frew invited the first grade of graduating students to participate, and the SRC focused on having a mini-fete throughout the day. Students were provided with a barbeque, and year 12, year 11 and year 10 all had the opportunity to fundraise alongside the SRC on the day. Overall, it was a successful day and students were able to enjoy the end of the day with the Holsworthy Has Talent performance.
A new SRC was elected in term 3, and our new school captains and vice-captains were inducted at the end of term 3. Congratulations to Rachel and Matthew, our school captains, and Hayley and Mivaan our vice-school captains for 2013-2014.

Monica Lane was our school ambassador and then also became the Regional School Ambassador for Public Education.

Sport
Holsworthy high School participated in many sporting endeavours over 2013. Some specific achievements included:

- Representations in 23 different sporting knock outs.
- South western Sydney Regional Oztag Champions and runners up.
- Representation in Hume Zone Soccer, hockey, tennis, netball, baseball and basketball teams.
- Seventh in the U/14s National Volleyball Titles in Melbourne.
- Regional Cross Country, Athletics and Swimming representation with 1 student achieving state representation.
- Major school sports awards Rhiannon Dotti, Leilani Brewer, Bradley Tolliday and Haseeb Yousa.
- Successful carnivals at school level in cross country, athletics and swimming.

Homework Club
Homework Club was introduced at Holsworthy High School in 2013. Homework Club was held on Tuesday afternoons from 3 – 4 pm in the school library. Homework Club was offered to all students who wanted to access available resources and teachers’ assistance outside of class time. It gave students an opportunity to complete homework, work on assessments tasks or time to catch up with any school work for any subject. Homework Club was supervised by two teachers who volunteered their time to assist attending students. Supervising teachers were from two different faculties which gave students access to assistance and expertise from different subject areas.

Being held in the library, students also had access to various resources including computers, books, journals and newspapers.

Homework Club proved to be a great success in 2013. Numerous students regularly attended and benefitted greatly from the opportunities that were made available. Homework Club continues to be offered at Holsworthy High School in 2014.

School planning and evaluation 2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Review of SMART data on our NAPLAN, ESSA and Higher School Certificate results. The school purchased the Board of Studies Results Analysis Package and trained staff in the use of this package to unpack results from 2012.
- Formation of committees set up to analyze both NAPLAN and ESSA test results.
- Student Surveys were carried out to provide additional information. Information and results were fed back through faculties to support their analyses.

As part of our evaluation process we reevaluated our Year 6 into 7 information evening and extension class initiative as well as our targets for Literacy and Numeracy. Parents, students and teachers were surveyed as part of this evaluation.

Background
Holsworthy High School has experienced declining student enrolments over 2011 and 2012. These evaluations were seen as a possible way reverse this trend as a number of students from our partner schools were going to streamed classes in other high schools. This was further supported by the results of our students in Year 7 NAPLAN data. Holsworthy High School decided to offer a streamed extension class initially in Year 7
but continuing on in Year 8. The school remodeled our open night associated with the information evening and updated literature and presentations on the night. Particular development of communication with the wider community, school publications, website and faculty information was utilized in this process. The school had a greater number of student participants.

**Findings**

The survey responses were positive. Both Parents and teachers were highly supportive of the changes to the Year 6 into 7 Information Evening and rated the endeavour highly successful.

Both Parents and teachers were highly supportive of the extension class initiative. 76% of extension class students surveyed said they found the learning program highly stimulating. 73% of the students said they were achieving at a significantly higher level than they were in primary school.

In addition, the initial enrolments for the school increased by 16% for 2014. Year 7 indications are the school population would move back above the 700 level for 2014 and continue to grow.

**School planning 2012—2014: progress in 2013**

**School priority 1**

Student growth in numeracy.

**Outcomes from 2012–2014**

Student achievement ingrowth results in Numeracy meets state average results in Year 9.

**Evidence of progress towards outcomes in 2013:**

Students have traditionally performed below the NSW average for the cohort in numeracy. Comparing growth in student’s achievement from Year 7 to Year 9 disregards the diverse ability levels between cohorts. In 2013 the average growth for NSW DEC schools was 41.6 marks.

Our achievements include:

- Average growth at Holsworthy was 29.9 marks; this is a deficit of 11.7 marks from the state.
- 43 or 34.6% of students achieved a growth in numeracy greater than or equal to the NSW DEC growth (ie. 41.6 marks)
- This was an increase in the number of students by 1.6% although an improvement not meeting our target this year

Although there was improvement we did not meet the 3% target figure but remains a focus in 2014.

**Strategies to achieve these outcomes in 2014**

- Delivery of analysis of NAPLAN results to whole staff.
- Numeracy committee to promote cross faculty and whole school approach to Numeracy.
- Faculty meeting and development time on development days to look at faculty specific strategies to promote Numeracy.
- Continuing of Maths-Boost program in the school for students
- The Homework club further supports numeracy in the school.

**School priority 2**

Student growth in Literacy.

**Outcomes from 2012–2014**

Student achievement ingrowth results in Literacy meets state average results in Year 9.

**Evidence of progress towards outcomes in 2013:**

Increase the numbers of students achieving Average State Growth or better, in Year 9 Writing, by 3% in 2012.

In writing, our achievements include:

- Average growth at Holsworthy was 15.9 marks; this is a deficit of 1.6 marks from the state. (ie 17.5 for DEC school )
- 56 or 36% of students achieved a growth in writing greater than or equal to the NSW DEC growth (ie. 17.5 marks)

This was an increase in the number of students by 3%, meeting our target this year.

**Strategies to achieve these outcomes in 2014:**

- Delivery of analysis of NAPLAN results to whole staff.
- Literacy and National Partnerships committee to promote cross faculty and whole school approach to writing as part of the class based assessments for comprehension.
- Faculty meeting and development time on development days to look at faculty specific strategies to promote Writing.
- The use of classroom based assessments for comprehension to further support writing across the school.
- The homework club to further support writing across the school.

School priority 3
Development of programing for the Australian Curriculum.

Outcomes from 2012–2014
To have programs written for Years 7 to 10 by the end of 2014

Evidence of progress towards outcomes in 2013:
Our achievements include:
- Participation of staff from History, Mathematics, Science and English faculties in externally provided training and development programs for the new curriculum. This includes training opportunities with both ACARA and the NSW Board of Studies
- Production of scope, sequence and program planning for delivery in 2014.
- Faculties have formed teams and have developed new curricula programs for years 7 and 9.
- Increased professional dialogue between teaching peers to disseminate arising National Curriculum matters.
- Examination of potential resources to assist delivery of the new curricula.

Strategies to achieve these outcomes in 2014:
- Faculty meetings and time at staff development days to work on programing new curriculum.
- Teacher’s continue to be externally trained in the National Curriculum subjects.
- Teachers trained in National Curriculum deliver training to other faculty members in faculty meetings.

School priority 3
All students in senior years go to work, TAFE or further studies after leaving school in Year 11.

Outcomes from 2012–2014
Increase the post-school uptake of traineeships and work options.

Evidence of progress towards outcomes in 2013:
Our achievements include:
- 22 or 23% of Year 11 students accessed transition points in 2013.
- 11 or 50% of these students accessed full time training and employment,
- 3 or 13.6% commenced TAFE study and 1 student commenced study in a private college.

Strategies to achieve these outcomes in 2014:
- Survey Year 10 students and staff to identify students at risk and to help transition.
- The Enrichment class in Year 11 to have time scheduled with Careers Teacher to develop strategies.
- Use of Year 10 Careers classes to develop and identify post school options and strategies.

Professional learning
In 2013, professional learning at Holsworthy High School was based on enhancing teacher practice and knowledge in the areas of data analysis, literacy and numeracy, gifted and talented and introduction of the National Curriculum. In addition to these priorities the continual requirement for subject specific professional learning, career planning, quality teaching, student welfare, finance and administration, early career teacher and leadership professional learning options all remain current. Staff also received training in the general capabilities of thinking skills, creativity, self-management, teamwork, intercultural understanding, ethical behaviour and social competence.
In addition, teachers underwent an intensive analysis of school data using NAPLAN (Year 7 and 9) and RAP (HSC). The literacy needs of our students, and in particular reading and comprehension for Stage 4 students and the extended writing demands of stage 6 students, were identified as an area for professional development with staff to be trained in whole school approaches. This resulted in a team of 4 staff being formed to lead the literacy focus group within the school.

Increased professional learning opportunities are now being provided with online training and over 50% of staff used this medium to enhance their teaching and learning in a variety of areas—literacy, numeracy, new curriculum, students with challenging behaviours and supporting students with literacy difficulties.

Of the 51.9 teaching staff, 42 teachers and executive staff accessed external professional learning options. Of the 9.8 support staff 3 members accessed external professional learning options. Teachers participated in a total of 122 full day training activities and experiences.

Total school expenditure on professional learning exceeded $46,000. Further, $9000 was expended on professional learning relating to the National Curriculum Implementation program. This amount equates to a professional learning value of $1050 per teacher. Three teachers also undertook external training relating to ESL education and which partly was self-funded.

All staff at Holsworthy High School participated in 5 School Development Days over the year. Staff also regularly participated in staff and faculty meetings that included professional learning components. The professional learning priorities of the School Development Days Included:

- National Curriculum planning.
- Programming strategies and Extension work for Year 7 and 8 Extension Class.
- Programming Literacy and Numeracy focus strategies in reference to SMART data.
- CPR updates.
- Future directions and the evolving funding, staffing, financial and organizational components of Department wide change.

- Future directions and the evolving funding, staffing, financial and organizational components of Department wide change.

- Anaphylaxis training.
- ICT and DER initiatives.
- Team Leadership for School Improvement Modules.
- My PL training.

In 2013 Holsworthy High School had no new scheme teachers working towards accreditation with the NSW Institute of Teachers. Seven new scheme teachers are maintaining accreditation at Professional Competence with the Institute.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. The processes used include:

- Parent surveys.
- Student surveys.
- Analysis of data.

**Background**

The survey focus related to a number of domains around school engagement, community satisfaction and the physical learning environment. Particular focus areas included:

- Teacher expectation, quality of feedback and teacher–student communication.
- Management of student behavior, fair and respectable treatment of students, and student perceptions around safety.
- Maintenance and development of the physical School Environment.
- Capacity of staff to motivate students through provision of opportunities, and recognition of student input and opinion.
- Continuing School Improvement.

**Findings**

Overall the response was excellent. Using a scale of one to ten with one indicating a negative view and ten representing excellence when all
questions were aggregated there was a significant number of responses towards the excellent end of the scale.

The poorest response from parents was the concern around maintenance of the school. For students it was their perception of how we attempt to improve the learning situation.

The area of greatest satisfaction for the parents was in the area of their perception of teacher's high expectations. The students also rated this quite highly. The student's strongest responses related to their enjoyment levels of being at Holsworthy High School. This was reflected in particularly high scores in this domain.

Generally, the students had a greater satisfaction than their parents across domains. Results around teacher-student communication and the capacity and recognition of student voice were particularly pleasing for the evaluation committee.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Tim Grew, Deputy Principal (Rel)
Michael Fry, Deputy Principal